

**The Report of the
Accreditation Visiting Team**

**Davis High School
325 South Main
Kaysville, Utah 84037**

October 17-18, 2006



**Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Davis High School
325 South Main
Kaysville, Utah 84037**

October 17-18, 2006

UTAH STATE OFFICE OF EDUCATION

**Patti Harrington, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

Myron Cottam, Associate Superintendent

**Brett Moulding, Director
Curriculum and Instruction**

**Georgia Loutensock, Accreditation Specialist
Curriculum and Instruction**

Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, October 17-18, 2006, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Davis High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Rulon A. Homer is also commended.

The staff and administration are congratulated for their desire for excellence at Davis High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Davis High School.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

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P. O. Box 144200
Salt Lake City, UT 84114-4200

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14866 Village Vista Dr.
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Phone: (801) 261-4221

District 15

Debra G. Roberts
Box 1780
Beaver, UT 84713
Phone: (435) 438-5843

Josh M. Reid*

201 S Main St. Ste 1800
Salt Lake City, UT 84111
Phone: (801) 536-6787

Marlon O. Snow*

1247 E 430 N
Orem, UT 84057
Phone: (801) 224-6163

Cyndee Miya**

1833 Ridge Road
Layton, UT 84040
Phone: (801) 546-4830

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8/10/2006

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DAVIS HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Rulon A. Homer.....	Principal
Clyde A. Jackson	Assistant Principal
Corine L. Sayler	Assistant Principal
John D. Haning	Assistant Principal
Richard Firmage	Assistant Principal/Intern

Counseling

Christine Burrows.....	Counselor
JoAnna Fletcher.....	Counselor
Gene Kawa	Counselor
Alan Porter	Counselor
Julie Scheuller	Counselor
Emily Smith.....	Counselor
LaNae Tennis	Counselor
Debbie Hall.....	Secretary/Registrar

Support Staff

Dave King, CTE Coordinator	Scott Gotchy
Sharon Blair, CTE Secretary	Mike Bennett
Tonna Robison, Head Secretary	Janeen Steab, Writing Lab
Courtney Fresh, Financial	Teacher Assistants
Beckie Lewis, Citizenship	Marcia Bateman/ID Unit
Marsha Morgan, Attendance	Danette Brown/ID Unit
Leslie Gale, Part Time	Diane Francis/ID Unit
Nancy Green, Payroll	Nancy Willard/LC
Custodians	Copy Room Assistants
Lance Walker, Head	Judy Rigby
Rob Row	Julie Walls
Melanie Miller	Jennifer Tilley, Preschool Coordinator
Nester Hurtado, Night Head	

Faculty

Natalie Abendroth
Mary Agrapides
Michael Aitken
Lisa Allen
Karen Ashbridge
Stacey Baker
Marie Barber
Corine Barney
Melody Beutler
Ryan Bishop
Bruce Bitner
Alissa Bitner
Ann Borneman
Cory Borup
Sue Bourne
Marisa Brough
Roger Buhrley
Neil Calderwood
Kimberlee Call
Matthew Christensen
Pam Coburn
Becky Collett
Darron Coray
John Costley
J. Doug Cox
Ashley Cross
Wendy Dau
Sherrie Davis
Jim Dickson
Brad Dobson
Dayne Faerber
B. Fahrenbach
Larry Farnsworth
Steve Fenn
Elayne Finlinson
Chris Fish

John Flint
Jamie Fox
Andrew Glaze
Jennifer Gold
Kathleen Gooch
Lisa Grant
Linda Greenwood
Jennifer Gremillion
Suzanne Hadfield
Terri Hall
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Lyndie Hansen
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Ben Horne
J. Horstmann
Stacey Howell
Laura Hyde
LeeAnn Hyer
Brock Jackman
Becky Jarman
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Shawn Johnson
Lucille Jones
Kim King
Mary King
Kelly Kurtz
Tim Larsen
Angie Leedy
Allen Madill
Jeff McCauley

Matt McFadden
Rhoni McKay
Tracey Meade
Emilee Midget
David Miller
Alicia Mouritsen
M. Navidomskis
Bill Nelson
Kathy Ogden
Lisa Olsen
Kelly Oram
Pam Pearce
Doris Peterson
Lindsay Porter
Release Time
Ramona Ransom
Mark Rice
Jane Richards
Brigette Schroader
Mike Shaw
Bry Sorensen
Mark Spencer
Frank Stevens
Shawnda. Stevens
Corbin Talley
Gary Taylor
Andra Thorne
Jennifer Tilley
Linda Tuke
Kathryn Waller
Robyn Ward
Shauna Ward
Jay Welk
Mylei Zachman

DAVIS HIGH SCHOOL

MISSION STATEMENT

The mission of Davis High School,
in collaboration with parents and community,
is to prepare all student to become productive,
contributing members of society as lifelong learners,
by providing high quality instruction and curriculum
in a caring, safe environment.

BELIEF STATEMENTS

- Education enhances the quality of life and is essential for a strong and free democracy.
- An effective educational system is responsive to a changing society.
- The community, educators, parents and students are partners in education.
- All people have dignity, worth, value and must be treated with respect.
- Understanding, acknowledgment, and tolerance of diversity are essential in an interdependent caring society.
- All students are entitled to an appropriate public education that addresses individual needs and fosters self worth.
- An environment suited to the age and development of students is essential to the instruction and decision-making process.
- The best interest of the students will guide the educational decisions.
- All students can learn.
- In teaching and learning, the process, content and results are all important.
- A comprehensive and on-going evaluation process is essential.
- All students are capable of demonstrating responsibility and accountability.
- Learning extends beyond the classroom and is a life-long process.

MEMBERS OF THE VISITING TEAM

Debbie Sorensen, Murray High School, Murray School District, Co-Chair

Vicci Gappmayer, Wasatch High School, Wasatch School District, Co-Chair

Rosanne Markham, Granite School District

Sam Beeson, American Fork High School, Alpine School District

Kim Baker, West Hills Middle School, Jordan School District

Cathryn Davis, Mount. Logan Middle School, Logan School District

Mari Braithwaite, Lehi High School, Alpine School District

VISITING TEAM REPORT

DAVIS HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Davis High School is the largest high school in Davis County and has enjoyed 92 years of long-established traditions. Originally, it was the sole high school in Davis County and served all students of the district until 1956, when Bountiful High School opened. It currently serves students from three feeder junior high schools in Kaysville and Farmington.

Davis High has earned the reputation of being an outstanding school with a fine faculty and high-achieving students. Parents and community members are highly involved in the workings of the school, and are supportive of the recent restructuring into small learning communities.

Patrons of Davis School District approved measures to build a beautiful and functional new Davis High School, which opened in 2003. The building is welcoming and provides a stimulating environment that promotes learning and social interaction. It was designed for the purpose of creating schools within a large school.

Under the direction of Dr. Homer, the faculty and other stakeholders researched and developed a new organizational structure modeled after Ted Sizer's Essential Schools. A design team representing the administration and multiple disciplines established five small learning communities: Business; Communications, Humanities, Law; Science, Engineering; Performing, Visual Arts; and Health, Human Services. This innovative model allows students to explore possible career paths and experience the benefits of a smaller school. Teachers develop close relationships with their students and can better provide individual support.

a) What significant findings were revealed by the school's analysis of its profile?

The student population of Davis High School is unique in today's world. Caucasians make up 84 percent of the student body. Ethnic populations are small: Asians and Pacific Islanders make up 4 percent, Hispanics make up 3 percent, and other ethnicities make up the remaining 9 percent of the student body.

It is apparent that Davis High School students achieve at exemplary levels. Enrollment in AP courses and the number of tests taken have increased over the past few years. Approximately 1,350 tests were taken in 2005-06, with an overall passing rate of 85.5 percent.

UBSCT scores for sophomores in 2006 are commendable. The math segment was passed by 87.9 percent, 86.5 percent passed writing, and 94.9 percent passed reading. Junior students making up the UBSCT scored as follows: Math, 17 out of 34 passed; Writing, 6 out of 14 passed; Reading, 4 out of 4 passed. Senior students making up the UBSCT scored as follows: Math, 6 out of 14 passed; Writing, 1 out of 8 passed; Reading, 3 out of 4 passed.

CRT scores are consistently high, and consistently above state and district averages. ACT scores are consistently above state and national averages. Overall, the student scores in 2005-06 averaged 23.25.

From 2001 to 2005, the Trade and Technical Department saw a significant increase in the passing rate on the Utah Skills Certification Tests. In 2001-02, only 6 percent of students in Davis High School passed their exams, well behind the district and state levels. In the intervening years, the department saw a turnaround in test scores. In 2005-2005, 34.65 percent of students taking certification tests passed, exceeding the district and state averages.

The Prevention Needs Assessment Survey suggests that, with the implementation of small learning communities, the rate of academic failure and low commitment to school has decreased. The number of students who feel connected to school has increased slightly, relationships with teachers and counselors have improved, and opportunities for social involvement have increased.

b) *What modifications to the school profile should the school consider for the future?*

The Visiting Team suggests that the school continue to systematically collect and analyze data to measure student progress and identify areas for future growth. As data is gathered, teachers and administrators should discuss and reflect on the information to discover trends and patterns of learning. Data should be disaggregated by gender, ethnicity, economic level, and special education status to determine gaps in achievement.

The Visiting Team suggests that data from individual departments become part of the general school profile. Written explanations and interpretations of the data should be included to show that the information has been sufficiently reviewed and analyzed by the faculty and other stakeholders.

Suggested Areas for Further Inquiry:

- The Visiting Team recommends that the school include additional data such as Iowa Test scores; average GPA; common departmental assessment data; school-wide reading assessment data; attendance data; data on special education, ELL, and low income students; and community demographic data.

- Because tardy students have been identified as an area of concern, the Visiting Team recommends that Davis High School collect data to assess the number of students coming tardy to school each quarter.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The administration and the design team began to restructure the school approximately five years ago. This major reorganization was a huge undertaking involving extensive time and effort for the faculty, administration, and School Community Council. Consequently, the accreditation process was not fully implemented. It appeared that the faculty did not understand the accreditation process and seemed to confuse elements of accreditation with the development of small learning communities.

It was apparent that departmental teams tried to fulfill both components of the accreditation process by blending the departmental and focus groups analyses. This resulted in reports that were inconsistent in form and incomplete in depth. Some essential elements were missing. None of the school-wide analyses were completed for the NSSE Survey of Instructional and Organizational Effectiveness, including those for Curriculum Development, Instructional Design, Assessment Systems, Educational Agenda, Leadership for School Improvement, Community Building, or Culture of Continuous Improvement. Because of this deficiency, it was difficult for the Visiting Team to evaluate these areas for the accreditation report.

It is apparent that the involvement of community members, PTSA, and students was limited.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The report focused primarily on the academic achievement of students at large. While it is obvious that Davis High is an outstanding school with an exemplary academic record, the self-study did not sufficiently identify struggling learners or how to address their needs. Specific data reflecting the performance of students in low income, ELL, gender, and ethnic groups will give Davis High better information about who is learning and who is not.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Davis High School's desired results for student learning are as follows:

1. Literacy and Numeracy
Goal Statement: Students will demonstrate literacy skills throughout all content areas; reading and writing, communicating, speaking and listening. Students will also be able to demonstrate essential math skills.
2. Technology
Goal Statement: Student will learn and implement various forms of technology to acquire knowledge, solve problems, and exhibit learning.
3. Thinking and Reasoning
Goal statement: Students will use a variety of strategies to solve problems: gather, analyze, interpret, apply, and etc.

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The Visiting Team found evidence of a collaborative effort to review and arrive at consensus that involved teachers and administrators, but provided a limited role for other stakeholders, such as students, parents and community members. The Visiting Team encourages the Davis High School community to continue its reflection on the school's mission, vision, beliefs, and goals as they work on their school improvement action plans.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The school has defined a set of beliefs that reflect the commitment of the administration, faculty, and staff to support student achievement. The belief statements reflect the school's dedication to appropriate education for students. The belief statements provide the foundation for collaboration and program development in the school.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The school's DRSLs (Literacy/Numeracy, Technology, Collaboration, Thinking/Reasoning, Citizenship) are somewhat aligned to the school's mission and belief statements. The DRSLs should be revisited to describe the expected student outcomes, including indicators of the desired result. The Visiting Team recommends that the staff and stakeholders build a school-wide action plan for implementing the DRSLs throughout the curriculum to replace departmental action plans.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The configuration of Davis High School facilitates the development of curriculum both within and across content areas. Some departments have developed curriculum maps and work closely together, holding students to the same high levels of accountability through common assignments as well as common assessments.

Adherence to state standards is evident in the curriculum. Cross-curricular units are being developed, and teachers have high expectations for student achievement. The coordination and articulation of the curriculum leads to a shared vision for student learning held by teachers in each learning community. The Visiting Team commends the teaching staff at Davis High School for its work in this area and encourages them to continue their collaborative efforts in curriculum development.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

Incorporation of the school's desired results for student learning (DRSLs) are at an entry level of understanding. While the DRSLs are posted in each classroom, there is not a shared vision of how the DRSLs will be implemented in each teacher's curriculum, instructional strategies, or assessment methods. Departmental chairs have redefined the DRSLs for each department rather than focusing on a school-wide, collaborative effort. The Visiting Team recommends that the teaching staff at Davis High School revisit its DRSLs, working more collaboratively and more formally to create a shared vision and reinforce student learning school-wide.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

There was ample evidence that the faculty at Davis High School uses a variety of teaching strategies to engage student learning. Evidence of the following instructional practices was seen during the site visit: direct instruction, cooperative learning groups, laboratory experiences, performance tasks, peer tutoring, student-led discussions, worksheets, individualized learning packets, and multimedia programs. The Visiting Team encourages the faculty to extend the use of these different experiences across the curricular areas more readily.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

It was evident to the Visiting Team that a variety of instructional strategies are being used to ensure that the needs of the gifted and high-achieving students are being met.

The school's written report and self-reflection lacked evidence of a plan to address the instructional needs of lower-achieving students. The Visiting Team recommends that the faculty make a more concerted effort to research best practices and utilize instructional strategies that would aid and increase learning for the academically at-risk students.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The faculty at Davis High School is to be commended, as its members have attempted to provide students with support for a successful experience. Many teachers make themselves available to students before and after school, providing additional help and study sessions. Students are encouraged to take the ACT prep class offered at Davis High School. Furthermore, many of the AP teachers conduct review sessions in the spring as preparation for the Advanced Placement tests. The Smart Dart program, READ 180 program, and peer tutoring programs are also designed to help students have a successful academic experience.

The Visiting Team recommends that the faculty and staff target a group of academically at-risk students, identify their needs, and then implement an academic support system for them.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

Consistent classroom assessment at Davis High School is evident. In two days, the Visiting Team witnessed the use of student portfolios, worksheets, essays, multiple-choice tests, quizzes, performance-based assessments, and oral presentations.

Because there was no Quality Assessment report to analyze, there is no way of knowing if best practices are being shared school-wide. The Visiting Team suggests that the faculty participate in a school-wide analysis of assessment systems as articulated in NSSE's *Survey of Instructional and Organizational Effectiveness*.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

Assessment methods are developed to measure students' performance and understanding in individual classrooms. The Visiting Team recommends that all the DRSLs be refined to reflect performance standards. The staff may want to develop systematic, school-wide assessment to measure student progress toward the DRSLs.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

It is difficult to determine the extent to which assessments are designed, developed and used in a fair and equitable manner because the Quality Assessment focus group was not formed. Because no report was generated, it is unclear from the visit how assessments are designed and utilized.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

Davis High has established a strong and positive academic learning climate. The school has a long tradition of academic excellence. Both students and staff have deep connections to the school, where they feel valued and important.

The Visiting Team noticed a need for staff development centered on powerful teaching and learning strategies, and recommends the school develop a

systematic, long-term professional development plan that focuses on the achievement of the DRSLs.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

Davis High School is beginning to use data in its decision making. Decisions do not appear to be directly related to data about who is learning and who is not learning at the school. The Visiting Team encourages the school to look at a wider breadth of data to make research-based, data-driven decisions that influence student achievement.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Davis High School's self-study report did not include information regarding a comprehensive assessment system. During the site visit, the administration reported that standardized test data is shared with the faculty on an annual basis. Data is presented to departments to facilitate instructional planning. Currently there is no comprehensive, school-wide assessment system for DRSLs. The Visiting Team recommends that a systematic process to review instructional effectiveness to assess student learning be developed and implemented.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

Davis High School provides a safe, efficient, and effective learning environment. The school has sufficient resources and uses them to assist teachers in their ongoing efforts to improve. Teachers commented that their needs for resources are always addressed, and they are supported by the administration. Students expressed a belief that the school has a positive, welcoming climate and they feel safe at school.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

It was noted by the Visiting Team that there is an overarching goal to create a feeling of connectedness to school for the students. This goal is not openly addressed in the school's mission, beliefs or goals, though decisions are driven by it. All stakeholders should be involved with the school improvement process so that they are unified in making decisions that support the mission, beliefs, and goals of the school.

It is important that time be allowed for teachers to work in collegial settings on specific school-wide improvement goals. Time is an important additional resource that the school needs in order to effectively carry out its plans.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The administrative team empowers the school community to become involved in the school and share responsibility for student learning. Parents feel valued, welcomed, and confident that their concerns and needs will be adequately addressed. The School Community Council and PTSA are active and provide input for school improvement decisions that are valued and seriously considered.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

Davis High School is dedicated to promoting positive and productive relationships among students, teachers, support staff, and administrators. Faculty members enjoy a culture of camaraderie and positive work relationships with the administration and parents. The staff shows great sensitivity to the needs of the student population and is committed to the small learning communities process. For example, they have implemented five small learning communities, advisory classes, several clubs and activities, and Dart Pride Pillars of Character. The staff is working on making cross-curricular connections in content areas. The Visiting Team recommends that the staff continue its collaborative efforts across departments to provide more cross-curricular connections for students. The Visiting Team also recommends that adequate time be built into the schedule for the purpose of department and house collaboration on school-wide goals.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The staff reaches out to the community and parents to engage them as partners in the learning process through a variety of programs: the School Community Council, library board, SEOPs, Internet access, automated phone messages, community music performances and activities, media center committees, business internships, and involvement in departmental groups. The Visiting Team recommends that the staff continue its efforts to involve more business partnerships and parents in decision-making efforts in the school improvement process.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Davis High School has a late start day once a month to allow teachers in the various small learning communities (SLCs) to meet together, discuss student needs, and plan cross-curricular units. SLC members provide professional development on a rotating basis for each of the DRSLs. They have spent a considerable amount of time and money in training for and establishing the SLCs. The Visiting Team commends Davis High School for its efforts in this process of change.

There is little evidence of ongoing, systematic, school-wide professional development. Professional development appears to be disjointed between the five SLCs. In addition, there is a lack of time allotted for school-wide initiatives. The Visiting Team recommends the school identify a specific area of critical need and focus on professional development around that need.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

Davis High School has reinvented itself in the past three years. The move to small learning communities has given teachers the opportunity to reexamine their curricula and practices and find ways to improve. The faculty is willing to change, grow, and work together. The school has adopted a late start program that enables them to address concerns relating to their small learning communities and specific students. They also utilize this time to develop cross-curricular projects and map curricula. The administration meets on a regular basis with the teacher leadership team and department heads to address concerns as they arise.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met. Davis High School's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II – Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III – School Plant and Equipment

This standard is met. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV – Library Media Program

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information.

Standard V – Records

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is somewhat met. Each department has redefined the school plan to meet its individual needs. The Visiting Team urges Davis High School to focus the school improvement plan on the total school rather than each of the separate components within the school.

Standard VII – Preparation of Personnel

This standard is met. All professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed for the subjects they are assigned.

Standard VIII – Administration

This standard is met. The administration of Davis High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX – Teacher Load

This standard is somewhat met. The total number of students instructed by any one teacher in any one grading period does not exceed numbers set by the Utah State Office of Education and/or Northwest (8 teachers are assigned over 210 students; 4 teachers are on productivity).

Standard X – Activities

This standard is met. Davis High School supports a range of activities that supplement the basic instructional program by providing additional interests and experiences for learning to take place.

Standard XI – Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

Davis High School's profile was primarily focused on the students who are achieving well. The Visiting Team recommends that the staff revisit its profile and action plan as follows:

- Focus the plan on student learning outcomes.
- Engage the entire faculty in the implementation of the DRSLs.
- Include specific, measurable benchmarks to assess progress toward the DRSLs.

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

Davis High School is committed to improvement through change. Each department within the school developed an action plan to implement in its area based on elements of the school plan. The Visiting Team recommends that the faculty join together to implement the school plan rather than make fragmented efforts to move the school forward.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

The follow up process is currently vague. The Visiting Team recommends that the school revisit the action plan.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Davis High School's development of a culture of strong relationships among staff, students, parents, and community members. Students know the teachers care about them personally and academically. Teachers make themselves available to students for tutoring and additional instruction for struggling students. Parents trust the administration and faculty to provide an excellent educational experience for their students. Parents feel the school validates their opinions and listens to suggestions for improvement.
- The Visiting Team commends the high expectations the community and parents have for student achievement. These expectations are reinforced by the staff and faculty of Davis High. Consequently, students are committed to and reach high academic levels. Data reveals that students are achieving at a high level on CRT, ACT and AP exams. Five-year trends show that enrollment in AP courses is steadily increasing. The number of student taking exams and passing them has also risen.
- The Visiting Team commends Davis High School's multiple means of communicating with the community, such as Internet sites that offer current progress reports, data on attendance, information on upcoming events, etc. Teachers maintain individual web sites enabling students and parents to access information concerning daily assignments, lessons, and tests.
- The Visiting Team commends the highly qualified faculty of Davis High School. These teachers are to be commended for their pursuit of continued learning and their willingness to embrace new ideas and methodology. There was evidence of excellent instructional methods in many domains throughout the school.

It is clear that Davis High School enjoys a culture of shared leadership. This is evidenced by many the teachers who take leading roles in the school. Shared leadership led to decision (with 86 percent support) to the move to SLCs. Together with the administration, the faculty members work toward helping every student have a successful experience at Davis High School.

- Davis High School is commended by the Visiting Team for implementing the small learning community structure to personalize the large high school. The school has shown itself to be adaptable, resilient, and creative in instituting a framework that meets the needs of diverse learners.
- The Visiting Team commends Davis High School for becoming a model for all other schools in the district to follow.

Recommendations:

- The Visiting Team recommends that the faculty develop cross-curricular focus groups, including students, parents, and community members to study and reflect upon the NSSE survey of instructional and organizational effectiveness. This will help them identify the strengths and limitations of the practices and conditions of the school. The domains should include curriculum and instruction, instructional strategies, assessment of student learning, educational agenda, leadership for school improvement, community building, and culture of continuous improvement.
- The Visiting Team recommends that departments review the guiding questions prescribed by the State Office of Education to assess their work and set goals for further improvement.
- The Visiting Team recommends that Davis High School revisit its school profile and include additional data to provide a clearer picture of who is learning and who need remediation. Data should be disaggregated by subgroups to identify struggling learners. The school should continue to share this information with all stakeholders, monitoring trends over time.
- The Visiting Team recommends that the school come together to formulate a school-wide action plan that reaches across all disciplines and is founded on the DRSLs. A school-wide, systematic, long-term professional development plan should be developed to attain the goals listed in the action plan.
- The Visiting Team recommends that the administration work with the faculty to set aside time to accomplish the work of this self-study.